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**Long Term Mapping - PSHE**

 **Key Stage 2**

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|  | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** |
| **(2022-2023)** | **(2023-2024)** | **(2024 – 2025)** | **(2025 - 2026)** |
| **Autumn**  | **1** | **Recognising and Managing Emotions** | **Keeping Safe** | **Healthy Lifestyle** | **Enterprising** |
| **2** | **Keeping Safe** | **British values: Rules and laws** | **Keeping Safe** | **Communities** |
| **Spring** | **1** | **Developing and Maintaining Healthy Relationships** | **RSE** | **Developing and Maintaining Healthy Relationships** | **RSE** |
| **2** | **Citizens** | **Communities** | **Keeping Safe** | **Keeping Safe** |
| **Summer**  | **1** | **RSE** | **Negative or Risky Relationships** | **RSE** | **Relationships** |
| **2** | **Equalities: Citizens and Relationships** | **Physical, Mental and Emotional Health and Wellbeing** | **Money** | **Physical, Mental and Emotional Health and Wellbeing** |

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| **MEDIUM-TERM PLANNING****PSHE Key Stage 2** |
| Intent : We will promote, develop, equip and prepare healthy learners for life. |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **CYCLE 1 - 2022-2023** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  |  |  |  |  |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7 weeks |
| **Recognising and Managing Emotions**- Reflect and celebrate achievements. - Identifying strengths and areas for improvement. - Setting high aspirations and goals. - Good and not so good feelings; extending vocabulary and develop skills to explain how they feel. - Feelings towards others and why? - Recognise conflicting emotions. - When is it time to listen? - How to overcome emotions and feelings. | **Keeping safe**- Road safety.- Listening to instructions- Basic first aid | **Developing and Maintaining Healthy Relationships**- How emotions change as we grow up.- How our bodies change as they grow up.- Labelling body parts.- Using correct vocabulary.- Menstruation. | **Citizens**- Voluntary – what it means?- Voluntary groups.- Community groups- Pressure groups- Groups in relation to health and wellbeing- Identity- Appreciating national, regional, religious and ethnic identities in the UK | **RSE**- Naming/labelling body parts.- Correct vocabulary.- Knowing function of body parts.- What to do if any body parts are hurt?- Who we can talk to? | **Equalities: Citizens and Relationships**- Challenging points of view- Differences and similarities between people; family, cultural, ethnic, racial, religious, age, sex, gender identity, disability.- Recognise and challenge stereotypes. |
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| **SUGGESTED ACTIVITIES** |
| What am I good at? What do I like to do? What could I improve at? New school year resolutions. Exploring, naming and role play different emotions – positive and negative. Matching actions to emotions. Sorting positive and negative emotions. How do we express our emotions? Who can we talk to? How can we manage our own emotions in a positive way? | Stop, look, listen – online activities. Why is traffic dangerous? Identify different types of vehicles. Where is it safe to cross? Magazine collage of vehicles on road and people on footpath. Making own traffic lights. Practical opportunity to carry our road safety activities in school grounds and in community.Listening and responding to instructions. Stop and go / yes and no – making the right choices.Risk assessmentsKnow how to make a clear and efficient call to emergency services if necessaryConcepts of first aid - dealing with common injuries incl. head injuries | Sequence photographs from birth to now. Look at how I have changed physically over time. What did I need when I was a baby? How did I get it? What do I need now? How do I get it?Friendships are important Characteristics of positive friendshipIdentifying and role playing emotions – using emotions cards and story card. Use body boards to label body parts. Mr Potato head /build a body Where and how to seek support if you are worried about your own or someone else’s mental health. | Who is a volunteer?Why do people volunteer?Why do we need volunteers in our communities?Fundraisers. Supporting people. Role play.The benefits of community participation, voluntary and service based activity on mental wellbeing and happiness | Identifying a range of body parts – body boards.Why is it important to use the “right” name? Who will listen to us? At home? In school? Other methods? Covering up.Private and publicWho to tellGrowing upFacts about puberty and the changing adolescent body incl puberty – physical and emotional changes | What makes us the same?What makes us different? How we look? What we like / don’t like to do / to eat / to watch on TV? Our families? Our friends?Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being. The importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefs |
| **VOCABULARY** |
| AchievementSuccessFeelingsConflictMental health | AwareDangerSafetyTrafficDecisions | ChangeEmotionallyPhysicallyFriendshipMental health | FundraisingVoluntaryCommunitySupportAssistanceWell being | Correct names for body parts“Slang” names for body partsSupport Advice Physical changeEmotional change | DifferencesSimilaritiesOpinionsChoicesBullying |
| **IMPLEMENTATION** |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**<https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> |
| **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 7: Assessment** | **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 7: Assessment** | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 6: Assessment** | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 6: Assessment** | **Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 5: Assessment** | **Week 1- 7: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 8: Assessment** |
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| **MEDIUM-TERM PLANNING****PSHE Key Stage 2** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **CYCLE 2 – 2023-24** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  |  |  |  |  |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7 weeks |
| **Keeping Safe**- Rail safety.- Water safety.- Safety in the home- Fire safety.- Basic first aid | **British values: Rules and laws**- Research, discuss and debate topical issues, problems and events concerning health and wellbeing.- How and why rules and laws protect us, why they’re made and enforced?- Different rules in different situations.- Take part in making changes and rules.- Human rights. | **RSE** - Public and private places.- Puberty.- Menstruation.- Masturbation.- Wet dreams. | **Communities**- Antisocial and aggressive behaviours.- Discrimination and bullying of individuals and communities.- Rights and responsibilities in the environment, including home and school.- Being part of communities. | **Negative or Risky Relationships**- Bullying. - Online relationships- people sometimes behave differently online pretending. - Bulling on the internet.- Bullying via mobile phones. - Who to talk to and why it’s important. - Negative relationships in families. - Arguments and resolving arguments. - Making and keeping good friends. - Abuse – what is it, who to talk to, getting help. | **Physical, Mental and Emotional Health and Wellbeing** - Recognise how images in the media does not always reflect reality.- How does the media affect how people feel about themselves.- Change and transition in to Key Stage 3.- Loss, separation, divorce and bereavement. |
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| **SUGGESTED ACTIVITIES** |
| Risk assessmentsAssessing the scene. What are the possible dangers in images of roads / railways / firesKnow how to make a clear and efficient call to emergency services if necessaryConcepts of first aid - dealing with common injuries incl. head injuries. Bandages, pressure on to bleeding.  | What are rules? Why do we need them? What would happen if the rules were not there?Home rulesSchool rulesHow would you change them? What rules would you like to bring in at home / at school? Are they reasonable – fair to all?Make up own class rulesGovernment and MPs make our rules. How are they chosen to represent us? Hold a class election.Look at some important rules in the world around us. | Personal spaceRecap on body parts – correct terminologyRead “Hair in funny places”Sweating / deodorantFacts about puberty and the changing adolescent body incl. puberty – physical and emotional changesMenstrual wellbeing | The importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefsConventions of manners and courtesyImportance of self respect and how this links to own happiness | What is bullying?Emotional, physical, online.Role play scenarios of bullying and explain how they could make you feel. Good friend / bad friend characteristicsFriendships have ups and downs – can often be worked through and resorting to violence is never rightHow to recognise who to trust / not trust? – where to seek help or advice if needed.How to critically consider relationships online. The rules and principles for keeping safe online.Boundaries Bullying has a negative and long lasting impact on mental well being. Social media, trolling and harassment. | What is real and not real – cartoons / superheroes / airbrushed photos? What a stereotype is and how they can be unfair / negative / destructive.The characteristics and mental and physical benefits of an active lifestyleImportance of regular exercise built into routines and how to achieve thisRisks associated with an inactive lifestyle – incl obesity. Exercise regime. How and who to speak to if you are concerned about your health – mental health or physical healthSimple self care techniques – relaxation, time with friends, hobbies and interestsIsolation and loneliness can affect children – who to talk to?  |
| **VOCABULARY** |
| RailwaysRiverDangerousSafeRisk | RulesResponsibilitiesProtectChangeHealth and wellbeing | Correct terms for body partsSlang terms for body partsMenstruationMasturbationPublicPrivateChanges | CommunitiesNegative conductBullyingAnti-social behaviourChoicesRespect | NegativeCyber bullyingTrollingAbuseChoicesSupport | StereotypesReality vs imageChangeTransitionLifestyle choicesMental health |
| **IMPLEMENTATION** |
| **Introduction song – each PSHE lesson starts with the song “It’s good to be me” and a mirror as an object of focus**<https://www.youtube.com/watch?v=igmU0b65WCU&safe=active> |
| **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 7: Assessment** | **Week 1- 6: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 7: Assessment** | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 6: Assessment** | **Week 1- 5: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 6: Assessment** | **Week 1- 4: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 5: Assessment** | **Week 1- 7: Carousel of activities including role play / practical tasks, sharing of Powerpoints, discussion in 1-1 and small group situations, use of Picture news as appropriate****Week 8: Assessment** |
| **INTENT** |

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| **MEDIUM-TERM PLANNING****PSHE Key Stage 2** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **CYCLE 3 – 2024 - 25** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  |  |  |  |  |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7 weeks |
| **Healthy Lifestyle**- Understanding the concept of a ‘balanced lifestyle.’- Recognise the opportunities available to make their own choices about food.- What might influence their choices and the benefits of eating a balanced diet.- Who is responsible for helping us stay healthy- What ways can these people help? | **Keeping Safe**- What is health and safety?- School rules about health and safety. - Basic emergency procedures.- Basic first aid- Where and how to get help in school, at home, in the community?- Internet safety. How to stay safe online – rules and principles, how to risk harmful content and contact and how to report them. | **Developing and Maintaining Healthy Relationships**- Different types of relationships including friendships. - Recognising feelings for others. - Positive, healthy relationships and how to have and keep them. -Recognising unhealthy relationships and who to talk to. - Marriage/civil partnerships- Working towards shared goals.- Bullying. - Recognise and manage ‘dares.’ | **Keeping Safe**- Basic bacteria and viruses and how we can stay safe by keeping clean.- Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources – peers and media.- Recognising how to ask for help. - Basic techniques for resisting pressure to do something dangerous, unhealthy or wrong | **RSE**- Naming/labelling body parts.- Correct vocabulary.- Knowing function of body parts.- What to do if any body parts are hurt.- Who we can talk to? | **Money**- Where it comes from?- Role of money.- How it’s important.- Managing money.- Savings.- ‘Loans’, ‘interest’ people borrowing money. |
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| **SUGGESTED ACTIVITIES** |
| What constitutes a healthy diet – incl. calories and nutritional contentThe principles of planning and preparing a range of healthy mealsThe characteristics and risks of a poor diet – obesity – and other behaviours eg impact of alcoholFacts about legal and illegal harmful substances and associated risk incl. smoking, alcohol misuse and drug takingHow to recognise early signs of physical illness – weight loss, unexplained changes | Risk assessmentsKnow how to make a clear and efficient call to emergency services if necessaryConcepts of first aid - dealing with common injuries incl. head injuries Internet has many benefits but can have negative impact – time, money, mental health. Consider impacts of behaviour on others and know how to be respectful online. Computer games – age restriction. How and where to report concerns | Families and those who care for me – why we need our families- How others families might be different but need to be stable and caring – the formal and legal rights of civil partnerships Talk about range of emotions and why we might feel themHow to recognise and talk about emotionsHow to judge if emotions are appropriateIsolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being | About dental health and the benefits of good oral hygiene incl. visit to the dentistPersonal hygiene and germs incl. bacteria, viruses, how they are spread and the importance of handwashingCovid 19Allergies, immunisations and vaccination.  | Personal spaceRecap on body parts – correct terminologyRead “Hair in funny places”Sweating / deodorantFacts about puberty and the changing adolescent body incl puberty – physical and emotional changesMenstrual wellbeing | Role play shopping. And exchanging money for goods. Making the right decisions. To save or to spend?Pocket money? Money for “jobs” at home? Earning money in class for completing tasks. What do you spend money on? Wish list. What would you spend you money on? Yourself r a friend or family member?What things need to be bought at home? List of expenses – food, house rent, electricity, car …What could we do if there was no money? |
| **VOCABULARY** |
| Physical healthLifestyle choicesBalanced dietExerciseSupportIllnessIllegal and harmful substances | SafetyDangerFirst aidInternet safetySupport  | Healthy relationshipsFamiliesDifferencesEmotionsPositive Negatice | IllnessBacteriaVirusImmunisationMedicationPrevention | Correct terms for body partsSlang terms for body partsMenstruationMasturbationPublicPrivateChanges | MoneySavingsExpensesChoices |
| **IMPLEMENTATION** |
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| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **CYCLE 4 – 2025-26** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  |  |  |  |  |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7 weeks |
| **Enterprising** - What does “Enterprise” mean? What does it mean to be “enterprising”?- Skills we need.- Embark on a project. | **Communities**- Institutions that support communities; locally and nationally. - Life of people in other countries with different values and customs. - How to respond to different values and customs. - What is being part of a community? | **RSE**- Naming/labelling body parts. - Correct vocabulary.- Knowing function of body parts. ]- What to do if any body parts are hurt / start to change?- Who we can talk to? | **Keeping Safe** -What is the difference between the terms ;risk’, ‘danger’ and ‘hazard’?- How to recognise risk, predicting it and assessing it. - How to manage risk (including road)- Building resilience.- Independence brings increased responsibility to themselves and others keep safe. | **Relationships**- Physical contact – what is acceptable and unacceptable? - How to respond to this?- Keeping information ‘confidential’ or a ‘secret’ – when we should or should not agree to this?- Respect for people - Feeling confident.- Recognising and caring about other people’s feelings. | **Physical, Mental and Emotional Health and Wellbeing** - What things positively affect their physical, mental and emotional health? - What negatively affects their physical, mental and emotional health?- How does the media affect physical, emotional and mental health?- What is a habit?- What positive habits could you develop?- What negative habits could you develop?- Why they can be hard to change? |
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| **SUGGESTED ACTIVITIES** |
| Research “Enterprise.”Look at previous enterprise activities in schoolIdeas to make money. ResearchBusiness planSharing out the activities in the group | School communityFamily communityHome communityThe importance of respecting others even when they are very different eg physically or in temperament, make different choices or have different beliefsConventions of manners and courtesyImportance of self respect and how this links to own happiness | Facts about puberty and the changing adolescent body incl puberty – physical and emotional changesMenstrual wellbeing | Risk assessmentsKnow how to make a clear and efficient call to emergency services if necessaryStranger danger | Isolation and loneliness can affect children – who to talk to? Bullying has a negative and long lasting impact on mental well being. How to recognise if family relationships are making them unhappy and how to seek advice or help.Boundaries. Concept of privacy – not all secrets should be kept. Appropriate or inappropriate contactHow to respond safely and appropriately to unknown adults | The importance of sleep and how lack of it can alter weight, mood and learning ability.The characteristics and mental and physical benefits of an active lifestyleImportance of regular exercise built into routines and how to achieve thisRisks associated with an inactive lifestyle – incl obesity. How and who to speak to if you are concerned about your health – mental wellbeing or physical health. |
| **VOCABULARY** |
| EnterpriseBusiness planResearchCreation | CommunityRespectDifferenceMannerSelf-respect | Correct terms for body partsSlang terms for body partsPubertyEmotional changesPhysical changesSupprt | SafeDangerRisk assessmentResponsibilityFirst aid | RelationshipsAppropriateInappropriateConfidenceEmotionsSupport | HealthWell beingPositiveNegativePhysical healthChoices |
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